

Altamont School Data Project

Theory: Students who have excessive absences will have a lower GPA.

Note:

- Excessive tardiness is determined by three or more tardies in one class, per quarter.
- Students are referred to detention after three tardies in one class.

Objective:

- To determine if successive tardiness lowers a students GPA.

Target Group:

- Student's who have excessive tardiness, and have been referred to detention.

Desired results for student learning:

- Directly link students' excessive tardiness to lower GPA.

The previous goals will be accomplished by:

- Tracking students with excessive tardiness.
- Tracking target group's GPA every quarter.

Student's academic and behavioral improvement will be assessed with the following tools:

- Monitoring of students who have been referred to detention for excessive absences.
- Monitoring of grades and GPA by the counseling department.

Strategies for implementation:

- This project will begin on 8/24/07 and go through 3/30/08
- High school students who are referred to detention through second quarter will be the target group.
- Students will be monitored for tardiness on a weekly basis.
- Student grades will be monitored every quarter for GPA.

Results:

There are sixteen students in our target group. These students had a combined average of 7.9 tardies for 1st quarter and an average of 2.12 GPA. 2nd quarter resulted in an average of 9.8 tardies and 2.0 GPA. The 3rd quarter resulted in an average of thirteen tardies per student and a combined GPA of 1.86. The 4th quarter resulted in an average of 12.1 of combined tardies and a average GPA of 1.89.

Conclusion:

There seems to be a correlation between lower GPA of students with excessive tardies. The combined average of the target group had the highest GPA during the 1st quarter, when they had the lowest average of combined tardies. Some of the numbers may have been skewed because of three students who had a large number of tardies throughout the year



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School:

Target Group:

Target Group selection is based upon:

Key Word:

ABSTRACT

The purpose of this data project was to encourage academic success and reduce junior high retention among 8th graders. The project included the entire 8th grade population of 65 students, 31% of whom were identified as “at risk” for retention, due to failing grades. Guidance lessons on promotion and retention were presented along with a test of promotion and retention knowledge. All students were enrolled in a 9-week study skills class. Those identified as high risk were provided individual and group counseling, monitoring, and after-school credit recovery classes. Data was analyzed and indicated that students not only received fewer F’s semester 2 compared to semester 1, but that the total number of students receiving F’s semester 2 compared to semester 1 was smaller.

PROJECT DESCRIPTION

Introduction

The desired result for this project was a reduction in 8th grade retentions. This would be accomplished by a reduction in the number of F’s earned by 8th graders.

Participants

The entire Duchesne HS 8th grade class of 65 students.

Method

- Start Sept 2007. End May 2008.
- Students received lessons on promotion requirements and retention, as well as individual and group counseling and constant monitoring of grades on PowerSchool by parents and the counselor.
- Students who failed core classes were immediately put into after-school make-up classes each term.
- All 8th graders were enrolled in a 9-week study skills class.
- John Foster, Counselor Duchesne High School

RESULTS

Students became more serious about earning passing grades as they realized they were going to have to be held accountable and have to make up classes after school and not be able to put it off until summer school. Students earned 48% fewer F’s in Semester 2 compared to Semester 1. Also 30% fewer students received F’s in Semester 2 compared to Semester 1. Only one 8th grader is being retained in Jr. High for ‘08-’09.

DISCUSSION

Grades improved remarkably. Similar action is recommended for next year’s 8th grade. Some students were still making F’s and will need support next year.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School:

Target Group:

Target Group selection is based upon:

Key Word:

ABSTRACT

The purpose of this project was to encourage academic success for 17 of the lowest achieving students in the school who were identified based on failing classes the previous year. Students were enrolled in an academic support/study skills class with grade monitoring, homework monitoring, trackers, counselor visits, and teacher mentors. While 30% still received multiple F's, 70% received 1 or no F's during the year. It was felt that all students benefited from the intervention

PROJECT DESCRIPTION

Introduction

A number of low achieving students can be identified from their performance during the previous school year and can be targeted to receive special attention/support/monitoring.

Participants

- 17 students were selected from grades 7-12 identified as at-risk based on past history of failing grades and needing support. Three students moved during the year.

Method

- Start Sept.2007. End May 2008
- Students were enrolled in a 3rd period study skills class with periodic visits from the counselor and a teacher who would mentor them, monitor grades and homework, monitor trackers.
- All students selected had earned multiple F's during the preceding year.
- Trackers were locally developed.
- John Foster, Duchesne High School Counselor

RESULTS

43% or 6 students received no F's for the entire year, which was seen as a huge success, since they had received multiple F's the previous year.

21% or 3 students received only 1 F for the year. 71% improved their GPA over the course of the year. Even though 35% still received multiple F's, that was still an improved performance from where they would have been without this intervention.

DISCUSSION

Some students made excellent improvement in their academics. They will probably still need support, especially the lower achieving participants. Some students continue to make F's, perhaps due to circumstances beyond our ability to help them. We plan to continue and expand efforts along these lines for next year, implementing two at-risk study skills classes.

Tabiona High School Data Project

Theory:

Tabiona High School has many students who participate in athletics. It is my theory that students who participate in sports are more likely to have a drop in their GPA during the quarter they are participating in sports.

Objective:

- To determine if student's who participate in sports, have a lower GPA than non-participants.
- To determine if there is a need for additional counseling and monitoring, of students who participate in athletics.

Target Group:

- All students who participate in fall and winter sports.
- Girls and boys will be evaluated separately.

Desired results for student learning:

- To determine which students have a greater need for intervention.
- Increase the total GPA of at-risk students by determining specific needs.

The previous goals will be accomplished by:

- Tracking students who have participated in sports during the first semester.
- Students will be tracked by gender and not specific sports.
- Students GPA will be charted and analyzed by the counseling department.

Student's academic achievement will be assessed with the following tools:

- Monitoring of grades and GPA by the counseling department on a quarterly basis.
- Spreadsheets and charts to help determine the validity of my theory.

Strategies for implementation:

- This project will begin on 10/31/06 and go through 5/30/07
- Academic data will be collected at the end of each quarter.
- Results determined from data will serve as a guide for student intervention for the 08-09 school year.

Results:

The girls who participated in athletics had a slight difference in GPA between 1st quarter and 4th quarter.

Non-participant girls also held steady through all four quarters and held a slight advantage in average GPA over the young ladies who participated in basketball.

It should be noted that the only significant drop in GPA occurred during the 3rd quarter for non-participants

The boys who participated in sports had a significant GPA advantage over non-participants the first and second quarters. However, during the third quarter the two groups GPA were very close. This smaller gap occurred because of a slight dip in participants and an increase in non-participants.

There was little change in GPA for male athletes over the entire year. Non-participants held steady for most of the year, with the exception of 3rd quarter, which was mentioned earlier.

It should be noted that the third quarter is when athletes have missed the most school because of athletic events.

Thompson School Data Project

Theory:

Students who transfer to Thompson School from traditional schools will see an increase in GPA and fewer failing grades. Students will also have fewer absences. This will be accomplished from a closed campus and small student to teacher ratio.

Objective:

- To determine if there is an increase in GPA by new student's at Thompson School.
- To determine if Thompson School is successful at reducing absences for new students.

Target Group:

- Student's who have made the transition to Thompson School during 2007-08.
- Only students who come from a traditional school will be targeted.
- Only students who remained for the rest of the school year were included in the study.

Desired results for student learning:

- Improve student GPA.
- Reduce the number of failing grades.
- Reduce the number of unexcused absences.

The previous goals will be accomplished by:

- A closed campus setting at Thompson School.
- Small student to teacher ratio.
- Close monitoring by the counseling department.

Student's academic improvement will be assessed with the following tools:

- Evaluation of grades and GPA from student's previous school.
- Monitoring of grades and GPA after transition to Thompson School.

Strategies for implementation:

- This project will begin on 8/24/07 and go through 3/24/08
- Students who start at the beginning of the school year will not be tracked.
- Student grades and absences will be monitored often.
- Student GPA and absences will be evaluated every quarter.
- Students who are struggling with attendance will be monitored more closely with possible interventions.

Results:

The combined GPA of the students who transitioned to Thompson School was .066. There was a steady increase in the combined GPA every quarter. The first quarter of transition for most students showed little improvement, however, the third and forth quarters showed dramatic improvement.

On the down side most students had more absences while attending Thompson School, when compared to their previous school. The additional absences did not seem to have an effect on student grades.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: Union High School

Target Group: Students who are behind academically

Target Group selection is based upon: Attendance, or lack of sufficient attendance

ABSTRACT

The selected project was conceived to see if those students who are doing poorly in school because of attendance issues could be helped through intervention by the counselor with the student and the parent.

PROJECT DESCRIPTION

Introduction

- Outcome: AL:A1.2, AL:A3.3, AL:C1.1, LC:A1.2. All of these outcomes deal with the academic domain, and how to succeed in school.
- Intended student behavior is to minimize the number of times they are absent or tardy.

Participants

- The number of students participating is 41. 19 of these are Native Americans.
- Target group is those students who are missing classes frequently or being tardy.

Method

- The intervention is a meeting with students and parents, pointing out the problem and formulating a plan for better attendance (along with a plan to turn in assignments)
- Resources needed: attendance and grade figures from powerschool, a nice inviting place in the counseling office for meetings.
- Project dates: from Sept. 07 to May 08.
- Evaluation methods: attendance figures (all incidents of absences and tardies) will be computed for two weeks prior to intervention and three weeks following intervention.
- Counselor involved: Mr. Price
- Materials used: printouts from powerschool to show attendance and grades.

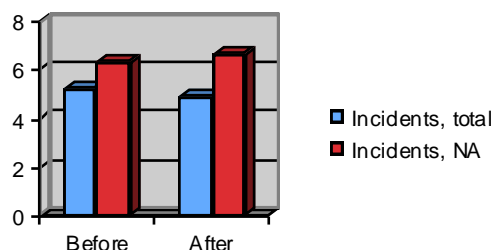
RESULTS

The total of the before and after intervention:

Before 5.3, after 4.95

The disaggregated before and after for Native Americans:

Before 6.34, after 6.65



Alas, only 49.5% of the students showed an improvement in attendance.

DISCUSSION

The hope was that after intervention the majority of the students involved would show a marked improvement in attendance, and hence an improvement in grades. Sadly, the statistics show virtually no improvement, not enough to be statistically relevant. Also, the statistics with the Native American students showing worse attendance after intervention seem to suggest that our traditional methods and expectations are erroneous. We will need to refine our methods, especially with Native Americans, possibly enlist help of tribal leaders to reach those students.